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ABSTRACT

A procedure was developed to systematically reduce 199 indicators of teaching effectiveness identified in related literature to a more manageable number for use in the University of Washington's assessment system for student teachers. The Teaching Performance Assessment Instrument from the University of Georgia was used as a model for grouping the indicators. A variety of teacher education documents containing generic standards were then reviewed to insure that all important aspects of teaching effectiveness were included. Criteria for selection included: (1) whether the indicator addressed one or more than one behavior; (2) whether the indicator contained language which was overly specific and limited in its application; and (3) whether the indicator appeared more than once. This analysis resulted in 47 indicators of teaching effectiveness grouped into 3 major categories: planning, instruction, and professional responsibilities. Validation of the assessment system involved sending copies of the instruments to 631 selected authorities in the field. A copy of the materials sent to the validators is appended as well as a descriptive brochure of the system. (Author/JD)

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SELECTION OF EVALUATION CRITERIA FOR THE DEVELOPMENT OF A TEACHER ASSESSMENT SYSTEM

TEACHER EDUCATION RESEARCH CENTER

Research Report No. 84-1

UNIVERSITY OF WASHINGTON
College of Education
February 1984

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ABSTRACT

This report describes a procedure to systematically reduce 199 indicators of teaching effectiveness identified in related literature to a more manageable number for use in a teacher assessment system being developed at the University of Washington. The Teaching Performance Assessment Instrument from the University of Georgia was used as a model for grouping the indicators. A variety of teacher education documents containing generic standards were then reviewed to insure that all important aspects of teaching effectiveness were included. This analysis resulted in 47 indicators of teaching effectiveness grouped into three major components: planning, instruction, and professional responsibilities.

SELECTION OF EVALUATION CRITERIA FOR THE DEVELOPMENT OF A TEACHER ASSESSMENT SYSTEM

The University of Washington has been engaged in the development of a new system for evaluating students in the teacher education program. While the evaluation instrument currently being used has provided useful information about how student teachers perform, it did not seem to lend itself to recent developments in the field. It was felt that the additional focus of research along with teacher preparation, the development of computerized data management systems, and adoptions of new standards for teacher certification all called for the development of a new system for evaluating student teachers. It was also felt that revisionary efforts should be based on sound research principles, be responsive to recent changes in teacher education, be related to outcomes of the teacher education program, and be capable of providing measures that help provide answers about the quality of program graduates. In an effort to respond to these needs, the Teacher Education Research Center (TERC) has been involved in the development of the University of Washington Teacher Assessment System (UWTAS).

Development of the List of Indicators of Teacher Effectiveness

Work on the UWTAS began with a literature search of assessment systems used by teacher education systems across the country. From this literature search, a list of 199 indicators or statements about teacher behavior related to teacher

effectiveness was created. For more information about the procedures involved in generating this list of indicators, see the technical report produced by TERC (Foster and Calder, 1983). The investigators proceeded to identify a system for using the 199 indicators in order to examine teacher effectiveness in the field. The literature search which led to the listing of indicators also identified four model assessment systems for further examination. These targeted assessment systems had been developed by the University of Georgia (Capie, Anderson, Johnson, and Ellett, 1979), the University of South Carolina (Stulac, Stone, Woods, Worthy, Maiden, and Thompson, 1982), Bowling Green State University (Pigge, 1978), and the University of Toledo (Dickson and Wiersma, 1980).

Organization of Indicators of Teacher Effectiveness

Because 199 indicators were too many to include on an instrument to assess teacher effectiveness, a procedure was developed to systematically reduce the number of indicators to a more manageable number. This procedure involved grouping together similar indicators and either selecting, rewriting, or creating an indicator which best expressed that aspect of teacher effectiveness addressed in the collection of indicators. There were a number of possible procedures for classifying indicators into such categories:

(1) One approach would have involved making a series of decisions regarding each indicator and would proceed as follows: A category would be created for the first indicator. The second

indicator would either be placed with the first indicator if it was found to be similar, or a new category would be created for the second indicator. The third indicator would be examined and placed in a similar fashion. This procedure would be implemented for each of the 199 indicators, creating new categories where needed. In addition to being a tedious procedure, one major drawback was that the number of categories could not be predetermined and could actually range from 1 to 199.

(2) Another approach would have involved creating general categories that seemed appropriate for grouping the listed indicators. In order to prevent the categories from biasing the classification of indicators judged to be similar, the categories would initially not be named but referred to as Group 1, Group 2, Group 3, and so on. After the listed indicators had been sorted, the categories would be more specifically indentified to reflect the indicators which they contained. This procedure, also tedious, would involve examining the indicators twice--once in order to create the categories appropriate for them, and a second time in order to place the indicators into those categories so created. However, this procedure did at least involve specifying the number of categories with which to work.

(3) A third approach would have involved using categories already identified in the research. In selecting a system of categories, it would be important to examine validity and reliability data relating to the creation of the categories so that a system with a strong research base could be selected. The TERC investigators chose this third approach for classifying indicators.

The categories used in assessment systems at the University of Georgia, the University of South Carolina, Bowling Green State University, and the University of Toledo were examined to determine which had the strongest research base. The examination produced the following information:

(1) The Teacher Performance Assessment Instruments (TPAI) at the University of Georgia consist of five instruments which focus on teaching skills related to preparation for instruction, actual classroom practice, creation of an appropriate learning environment, professional conduct, and student perceptions of the learning environment. These teaching skills were designed to reflect competencies which members of the teaching profession had declared as essential to effective professional performance. Each instrument consists of competencies, indicators for each competency, and descriptive statements for each indicator. Validity and reliability have been established for the instruments, using several thousand teachers in the field. Several research studies have examined the relation between TPAI scores and measures of student achievement, student on-task behavior, and student perceptions of the learning environment.

(2) The Assessment of Performance in Teaching (APT) at the University of South Carolina involves five performance dimensions considered essential for minimally competent beginning teachers in South Carolina. Each of the performance dimensions is measured using observation statements involving dichotomous (yes/no) decisions indicating whether the teaching skill was demonstrated during observation. In addition, specific evidence

of the teaching skill in the form of a written statement is requested. The instrument has been piloted, producing reliability and validity data. The final version of the instrument did not become available until July 1982.

(3) At Bowling Green State University, a list of 26 competency statements was developed as part of an effort to institute an in-service program for teachers. The competency statements were constructed by members of the teacher education faculty and then validated by graduates of the program who were currently teaching and their principals. Since the competency statements were developed as part of an effort to examine proficiencies of teachers via questionnaire, the intent was not to generate items for a teacher assessment system.

(4) The assessment system at the University of Toledo consists of a modified version of the TPAI and a modified version of the Georgia Assessment of Teacher Effectiveness (GATE).

The TPAI seemed to have the strongest research base and seemed most appropriate for our needs. Its system of categorizing indicators of teacher effectiveness was adopted by TERC and used to sort the 199 indicators on our initial list. Each indicator was either (1) placed with a similar TPAI indicator, (2) placed with a similar TPAI skill if no similar indicator existed yet it seemed to belong within a given category, or (3) placed in a separate category altogether. In order to remove any bias due to knowledge of the source of the 199 indicators, a scrambled list was prepared before beginning the process of categorization. The TPAI indicators were included

in the scrambled list in addition to being listed as categories.

Creation of Reduced List of Indicators of Teacher Effectiveness

The next effort was to examine the 199 indicators from the original list and place each indicator with a similar indicator, with a skill if no similar indicator was found, or in a miscellaneous category if no similar indicator or skill were found. The document which resulted from this classification was then reviewed in order to identify the best statement among the similar indicators, or, if no "best" statement was found, to create a statement which captured the best elements of the statements given. Criteria for selection included the following: (1) whether the indicator addressed one or more than one behavior, (2) whether the indicator contained language which was overly specific and limited its application, and (3) whether the indicator appeared more than once. In many cases, a listed statement was selected as the best indicator. In some cases, a statement was rewritten to better express the elements of the statements provided. In a few cases, entirely new statements were created. Indicators which had been placed with a skill or in the miscellaneous category were also reviewed to ascertain if any new categories would be appropriate. The document was then reviewed again to determine the ordering of skill categories within each of the instruments and the ordering of indicators within each of the skill categories.

The skills and indicators which resulted from this procedure contained skill and indicator statements which were slightly different from those included in the TPAI, both in their wording and in their organization. While the TPAI contained 3 instruments, 15 skills, and 51 indicators, the new arrangement included 3 instruments, 13 skills, and 47 indicators. The organization was changed slightly so behaviors were listed in the order in which they were likely to be observed, so that particular components of the teacher education program could be emphasized, and so that standards for certification established by the state could be readily visible. To be sure that all important aspects of teacher effectiveness were being included in the document, generic standards from a variety of teacher education documents were reviewed. These documents included a State of Washington document describing 1978 Standards for Certification (Note 1) and a NCATE document describing standards for addressing cultural-economic differences and exceptionality (NCATE, 1982).

Description of Indicators of Teacher Effectiveness

After reducing the list of 199 indicators to 47 indicators--modifying, rewriting, and reorganizing where necessary--brief descriptions of each skill and indicator were developed in order to provide operational definitions of the behaviors specified. Brief descriptions of each instrument were also developed. Finally, titles for each instrument and for the entire system

were developed. The final product was the University of Washington Teacher Assessment System (UWTAS) consisting of a Planning Component Instrument (PCI), an Instructional Component Instrument (ICI), and a Professional Standards Instrument (PSI).

Validation of UWTAS

The validation of the UWTAS involved sending copies of the instruments to 631 selected authorities in the field. A list of authorities was generated using individuals previously and currently associated with the University of Washington Teacher Education Program as well as national and international authorities. The following areas of concern were identified:

1) Overall organization of the instruments;
2) Importance of skills and indicators;
3) Clarity of skills and indicators;
4) Appropriateness of indicators for each skill.

A validation instrument for the UWTAS was developed, listing each of the skills and indicators for all the instruments. Scales were provided on which experts were to (1) rate the importance of each skill and indicator on a scale of 1 to 5 and (2) rate the strength of the relationship between each indicator and the skill with which it is associated on a scale of 1 to 5. Educational authorities were also encouraged to provide editorial comments on clarity and organization of the skills and indicators.

The validation packet included a cover letter expressing the purpose of the validation procedures, a copy of the validation instrument, a descriptive brochure which provided the paragraph material accompanying each instrument, skill, and indicator, and

a return envelope (see Appendix). Although respondents were not anonymous so those who failed to respond could be contacted, confidentiality was protected and responses were coded for analysis by group. Results of this validation study and changes in the document will be reported by TERC more completely in a separate technical report.

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APPENDIX

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

Undergraduate and Professional Studies
College of Education
201 Miller, DQ-12

April 20, 1983

Dear Educator:

The purpose of this project is to establish the validity of a set of teacher evaluation instruments by soliciting expert opinion. The Teacher Education Research Center at the University of Washington is developing a new set of instruments to evaluate student teachers. We believe that the new instruments will more effectively measure different levels of student teacher performance than did the instrument used previously. The new instruments also will provide information useful for research. Special recognition is given to the Teacher Assessment Project, College of Education, University of Georgia, which has served as a model for the development of the system we are proposing.

We are asking your cooperation in completing the enclosed validation material. A descriptive brochure that explains the content of the proposed instruments has also been enclosed. Participation in this project is voluntary and you are free not to respond to any items, although full participation is encouraged. Please be sure to sign and return the consent form. A record of your name will be kept only until your responses have been assigned to one of fourteen categories and until a mailing list can be prepared to follow-up on non-returns. You have the opportunity to ask questions of the principal investigator, Dr. Roger Olstad, Director, Teacher Education Research Center, 206-543-1847. You may request a copy of the final set of instruments by checking the box below.

Please return the completed instruments by May 6.

Sincerely,

Theodore Kaltsounis
Associate Dean

- -

CONSENT FORM

I, _____, voluntarily consent to participate in
(signature of respondent)
this activity.

☐ I would like a copy of the final set of instruments.

UNIVERSITY OF WASHINGTON
College of Education
Seattle, Washington

UNIVERSITY OF WASHINGTON TEACHER ASSESSMENT SYSTEM (UWTAS)
April 1983

This proposed evaluation system consists of three instruments: Planning Component Instrument (PCI); Instructional Component Instrument (ICI); and Professional Responsibilities Instrument (PRI). Each instrument consists of SKILLS and INDICATORS of those skills.

DIRECTIONS:

SCALE #1: Scale #1 pertains to the importance of each skill and indicator. Please examine each skill and indicator and rate its importance on a scale of 1 (low) to 5 (high) by circling the appropriate number. If you believe a skill or indicator should not be included as an item, place an X in the space provided. Please respond to every item by either circling a number or placing an X in the blank space.

SCALE #2: Scale #2 pertains to the relationship of each indicator to the skill under which it is listed. Please examine each indicator and the skill with which it is associated and rate the strength of their relationship from 1 (low) to 5 (high) by circling the appropriate number. If you believe an indicator is not related to the skill with which it is associated, place an X in the space provided. Please respond to every indicator by either circling a number or placing an X in the blank space.

If you are uncertain about the meaning of any skill or indicator, additional clarification may be found by consulting the Descriptive Brochure of the Teacher Assessment System which accompanies this document.

Your editorial comments are welcome. If you believe any items should be rewritten, you may modify the item after you have rated it. If you believe there are items which should be included and are not, please add them to the appropriate instrument. Comments on the overall organization of the document are welcome. You may use an additional sheet of paper if necessary.

PLANNING COMPONENT INSTRUMENT (PCI)	SCALE #1 Importance of Skill or Indicator					SCALE #2 Relationship of Indicator to Skill				
	omit	low		mid	high	no relation	low		mid	high
SKILL										
1.0 Plans instruction to achieve selected objectives.	___	1	2	3	4 5					
INDICATORS										
1.1 Specifies long range goals for subject area.	___	1	2	3	4 5	___	1	2	3	4 5
1.2 Specifies appropriate objectives for lessons.	___	1	2	3	4 5	___	1	2	3	4 5
1.3 Specifies instructional procedures, materials, and media to achieve each objective.	___	1	2	3	4 5	___	1	2	3	4 5
1.4 Specifies relevant subject matter content to achieve each objective	___	1	2	3	4 5	___	1	2	3	4 5
1.5 Specifies assessment procedures to measure each objective.	___	1	2	3	4 5	___	1	2	3	4 5
SKILL										
2.0 Plans instruction to take into account individual differences among learners.	___	1	2	3	4 5					
INDICATORS										
2.1 Plans instruction to take into account socio-ethnic differences among learners.	___	1	2	3	4 5	___	1	2	3	4 5

	SCALE #1 Importance of Skill or Indicator					SCALE #2 Relationship of Indicator to Skill					
	omit	low		mid		high	no relation	low		mid	high
2.2 Plans instruction to take into account handicapping conditions of learners.	___	1	2	3	4	5	___	1	2	3	4 5
2.3 Plans instruction to take into account ability differences among learners.	___	1	2	3	4	5	___	1	2	3	4 5
2.4 Plans instruction to take into account differing interests of learners.	___	1	2	3	4	5	___	1	2	3	4 5
2.5 Plans instruction to take into account physical and social developmental differences among learners.	___	1	2	3	4	5	___	1	2	3	4 5
2.6 Plans instruction to take into account emotional differences among learners.	___	1	2	3	4	5	___	1	2	3	4 5
SKILL											
3.0 Revises instructional plans as needed.	___	1	2	3	4	5					
INDICATOR											
3.1 Obtains and uses information about the effectiveness of instruction to review plans as necessary.	___	1	2	3	4	5	___	1	2	3	4 5

INSTRUCTIONAL COMPONENT INSTRUMENT (ICI)

SKILL											
1.0 Organizes instruction effectively.	___	1	2	3	4	5					
INDICATORS											
1.1 Implements learning activities in a logical sequence.	___	1	2	3	4	5	___	1	2	3	4 5
1.2 Demonstrates ability to work with individuals, small groups, and large groups.	___	1	2	3	4	5	___	1	2	3	4 5
1.3 Attends to routine tasks.	___	1	2	3	4	5	___	1	2	3	4 5
1.4 Uses instructional time effectively.	___	1	2	3	4	5	___	1	2	3	4 5
1.5 Provides a learning environment that is attractive and orderly.	___	1	2	3	4	5	___	1	2	3	4 5
SKILL											
2.0 Uses instructional techniques, methods, and media related to the objectives.	___	1	2	3	4	5					
INDICATORS											
2.1 Uses teaching methods and techniques appropriate for objectives, learners, and environment.	___	1	2	3	4	5	___	1	2	3	4 5

	SCALE #1 Importance of Skill or Indicator						SCALE #2 Relationship of Indicator to Skill					
	omit	low		mid		high	no relation	low		mid		high
2.2 Uses instructional materials and equipment that provide learners with appropriate learning experiences.	___	1	2	3	4	5	___	1	2	3	4	5
2.3 Demonstrates ability to conduct lessons using a variety of teaching methods and techniques.	___	1	2	3	4	5	___	1	2	3	4	5
SKILL												
3.0 Demonstrates knowledge and confidence when teaching.	___	1	2	3	4	5						
INDICATORS												
3.1 Demonstrates knowledge in the subject area.	___	1	2	3	4	5	___	1	2	3	4	5
3.2 Conveys the impression of knowing what to do and how to do it.	___	1	2	3	4	5	___	1	2	3	4	5
SKILL												
4.0 Communicates with learners.	___	1	2	3	4	5						
INDICATORS												
4.1 Uses acceptable written and oral expression with learners.	___	1	2	3	4	5	___	1	2	3	4	5
4.2 Gives directions and explanations related to lesson content.	___	1	2	3	4	5	___	1	2	3	4	5
4.3 Uses a variety of verbal and non-verbal communication skills with learners.	___	1	2	3	4	5	___	1	2	3	4	5
4.4 Comprehends a variety of verbal and non-verbal communications from learners.	___	1	2	3	4	5	___	1	2	3	4	5
SKILL												
5.0 Reinforces and encourages learner involvement in instruction.	___	1	2	3	4	5						
INDICATORS												
5.1 Stimulates learner interest.	___	1	2	3	4	5	___	1	2	3	4	5
5.2 Helps pupils recognize the purpose and importance of topics or activities.	___	1	2	3	4	5	___	1	2	3	4	5
5.3 Provides an environment in which pupils are involved, working, and on task.	___	1	2	3	4	5	___	1	2	3	4	5

	SCALE #1 Importance of Skill or Indicator						SCALE #2 Relationship of Indicator to Skill					
	omit	low		mid		high	no relation	low		mid		high
SKILL												
6.0 Uses appropriate evaluation procedures.	___	1	2	3	4	5						
INDICATORS												
6.1 Uses appropriate evaluation materials or procedures to obtain information about learner progress.	___	1	2	3	4	5	___	1	2	3	4	5
6.2 Provides learners with information about needs and progress during the lesson.	___	1	2	3	4	5	___	1	2	3	4	5
6.3 Uses information about needs and progress of learners to revise instruction during the lesson.	___	1	2	3	4	5	___	1	2	3	4	5
6.4 Interprets and reports evaluation results to learners.	___	1	2	3	4	5	___	1	2	3	4	5
SKILL												
7.0 Exhibits appropriate interpersonal behavior.	___	1	2	3	4	5						
INDICATORS												
7.1 Communicates personal enthusiasm.	___	1	2	3	4	5	___	1	2	3	4	5
7.2 Demonstrates warmth, friendliness, and a sense of humor.	___	1	2	3	4	5	___	1	2	3	4	5
7.3 Demonstrates patience, empathy, and understanding.	___	1	2	3	4	5	___	1	2	3	4	5
7.4 Demonstrates behavior which reflects feeling for the dignity and worth of learners from various ethnic, cultural, linguistic, and economic groups.	___	1	2	3	4	5	___	1	2	3	4	5
7.5 Demonstrates behavior which reflects feeling for the dignity and worth of learners with handicapping conditions.	___	1	2	3	4	5	___	1	2	3	4	5
SKILL												
8.0 Uses appropriate preventive and/or corrective classroom management procedures.	___	1	2	3	4	5						
INDICATORS												
8.1 Expectations for behavior conducive to learning are stated or have been clearly established for learners.	___	1	2	3	4	5	___	1	2	3	4	5
8.2 Promotes comfortable interpersonal relationships.	___	1	2	3	4	5	___	1	2	3	4	5
8.3 Maintains appropriate classroom behavior.	___	1	2	3	4	5	___	1	2	3	4	5
8.4 Manages disruptive behavior among learners.	___	1	2	3	4	5	___	1	2	3	4	5

PROFESSIONAL RESPONSIBILITIES INSTRUMENT (PRI)

	SCALE #1 Importance of Skill or Indicator						SCALE #2 Relationship of Indicator to Skill					
SKILL	omit	low		mid		high	no relation	low		mid		high
1.0 Complies with professional standards.	___	1	2	3	4	5						
INDICATORS												
1.1 Demonstrates professional and ethical behavior.	___	1	2	3	4	5	___	1	2	3	4	5
1.2 Follows policies and procedures of the school district.	___	1	2	3	4	5	___	1	2	3	4	5
1.3 Works cooperatively with colleagues, administrators, and community members.	___	1	2	3	4	5	___	1	2	3	4	5
SKILL												
2.0 Engages in professional self-development.	___	1	2	3	4	5						
INDICATORS												
2.1 Shares and seeks professional materials and ideas.	___	1	2	3	4	5	___	1	2	3	4	5
2.2 Participates in professional growth activities.	___	1	2	3	4	5	___	1	2	3	4	5

UNIVERSITY OF WASHINGTON
College of Education

DESCRIPTIVE BROCHURE
of the
TEACHER ASSESSMENT SYSTEM

April 1983

The system for the evaluation of teaching at the preservice level at the University of Washington is in the process of revision. The impetus for revision has occurred largely because of changes in the direction of the Teacher Education Program. These changes include: (1) a shift from a focus on preparation of teachers to a growing emphasis on research; (2) the development of computerized data management systems; and (3) the adoption of new standards for teacher certification by accreditation agencies. Thus, instruments are needed that are more responsive to these changes, that are related to the outcomes of the programs, and that provide better answers about the quality of program graduates.

To serve this end, a literature search was conducted which yielded a vast array of sources. The search produced a conceptual framework for the development of new evaluation instruments. These instruments contain skills and indicators that have been validated by previous studies as reported in the literature search. Our present need is to obtain additional validation of these skills and indicators within the context of the proposed instruments. Special recognition is given to the Teacher Assessment Project, College of Education, University of Georgia, which has served as a model for the development of the system we are proposing.

The Teacher Assessment System consists of three teacher evaluation instruments: 1) Planning Component Instrument; 2) Instructional Component Instrument; and 3) Professional Responsibilities Instrument. Each of these instruments contains selected skills and designated indicators for the skills that are deemed essential to effective teaching performance. This document contains descriptions of each of the three instruments with operational definitions provided for the skills and indicators contained therein.

PLANNING COMPONENT INSTRUMENT

This instrument focuses on skills that are related to planning for instruction. The student teacher being assessed is asked to maintain a portfolio of plans. This portfolio is a source of information for assessment with this instrument. By studying the portfolio and asking questions of the student teacher, the evaluator is able to respond to instrument items which relate to planning objectives and instruction and to selecting procedures and materials for achieving and evaluating those objectives.

SKILL

1.0 Plans instruction to achieve selected objectives.

This first skill is designed to assess a student teacher's ability to plan instruction to achieve selected objectives. Most of the information needed to rate these indicators can be determined by studying the portfolio. If necessary, questions may be asked during the interview to clarify confusing points.

INDICATORS

1.1 Specifies long range goals for subject area.

This indicator pertains to the student teacher's ability to specify long range goals for the subject area.

1.2 Specifies appropriate objectives for lessons.

This indicator pertains to the appropriateness of the objectives which are found in the lesson plans, whether they are developed by the student teacher or are derived from some other source.

1.3 Specifies instructional procedures, materials, and media to achieve each objective.

This indicator pertains to the student teacher's ability to select appropriate procedures, materials, and media for achieving specified objectives. In all cases, the availability of resources is to be kept in mind when rating this indicator.

1.4 Specifies relevant subject matter content to achieve each objective.

This indicator pertains to the student teacher's ability to accurately identify subject matter content which is relevant to the objectives being addressed.

1.5 Specifies assessment procedures to measure each objective.

This indicator pertains to the appropriateness of assessment procedures for measuring pupil progress toward objectives. The assessment process may be formal or informal but must involve each student in the classroom.

SKILL

2.0 Plans instruction to take into account individual differences among learners.

This skill is defined by indicators which assess a student teacher's ability to plan instruction to meet individual needs of pupils and to systematically involve all pupils in class activities, consulting with co-workers, parents, specialists, or other individuals, and making referrals as necessary. Before rating a student teacher on these indicators it may be necessary to discuss with the student teacher the intent of various planned activities. These indicators do not imply that every pupil should be working alone or individually with the student teacher.

INDICATORS

2.1 Plans instruction to take into account socio-ethnic differences among learners.

This indicator is intended to determine if the student teacher has prepared instructional procedures and materials which are compatible with the socio-ethnic composition of the class. To the extent that it is possible, students should be given options which accommodate their different learning styles, learning rates and forms of motivation.

2.2 Plans instruction to take into account handicapping conditions of learners.

This indicator is intended to determine if the student teacher has prepared instructional procedures and materials which provide a least restrictive learning environment for all learners.

2.3 Plans instruction to take into account ability differences among learners.

This indicator is intended to determine if the student teacher has prepared instructional procedures and materials which are compatible with the range of learning abilities within the class.

2.4 Plans instruction to take into account differing interests of learners.

This indicator is intended to determine if the student teacher has prepared instructional procedures and materials which address the differing interests of learners.

2.5 Plans instruction to take into account physical and social developmental differences among learners.

This indicator pertains to the student teacher's ability to recognize learners with physical and social developmental differences and plan instruction to accommodate those differences.

2.6 Plans instruction to take into account emotional differences among learners.

This indicator pertains to the student teacher's ability to recognize emotional differences among learners and to plan instruction which accommodates those differences.

SKILL

3.0 Revises instructional plans as needed.

This skill encompasses many facets of the process of the revision of instruction. Included in this context are revisions made with a lesson, day-to-day revisions, revisions from one unit to another, and revisions made within a unit from year to year. Such revisions may involve using different instructional strategies, presenting material differently, or selecting alternative means of evaluating pupil progress.

INDICATOR

3.1 Obtains and uses information about the effectiveness of instruction to revise plans as necessary.

This indicator pertains to the ability of the student teacher to obtain information about the progress of students and revise lesson plans based on such information if necessary.

INSTRUCTIONAL COMPONENT INSTRUMENT

This instrument focuses on actual classroom practices. Evaluators use this instrument to identify teaching practices in a classroom setting. Thus, classroom observation becomes the major source of assessment data. The skills which form the basis for this instrument cluster around teaching methods and techniques, and focus on the teacher's interaction with learners, skill in organizing and presenting instruction, and classroom management. Unlike the Planning Component Instrument, assessment is based on actual observations over time.

SKILL

1.0 Organizes instruction effectively.

This skill consists of indicators related to the use of different activities in a lesson. The first indicator pertains to the logical sequence of the learning activities, the second indicator concerns the way pupils are grouped to participate in a learning activity, and the final three indicators focus on the management of activities within the classroom.

INDICATORS

1.1 Implements learning activities in a logical sequence.

The purpose of this indicator is to determine if the student teacher can select and logically sequence learning activities. There is a sequence from one activity to another as well as within an activity.

1.2 Demonstrates ability to work with individuals, small groups, and large groups.

This indicator assesses the student teacher's ability to work with various sized groups within a classroom. Consequently, it should not be rated in situations where a single pupil is involved. Small group refers to a group of learners larger than one pupil but smaller than the entire class. Large group refers to the entire class.

1.3 Attends to routine tasks.

Routine tasks may or may not be directly related to instruction. Giving directions about movement of learners and materials should be considered in the use of this indicator. The efficiency of such activities is also to be considered. Bookkeeping and housekeeping tasks, distribution and collection of materials, taking up lunch money, and other such activities are also included in this indicator.

1.4 Uses instructional time effectively.

This indicator is concerned with getting the maximum use from the allocated instructional time.

1.5 Provides a learning environment that is attractive and orderly.

This indicator includes several dimensions related to the physical classroom environment.

SKILL

2.0 Uses instructional techniques, methods, and media related to the objectives.

This skill consists of indicators related to techniques, methods, and materials used by the student teacher during a lesson. The first two indicators address the appropriateness of methods, equipment, and materials for learners and the learning environment. The final indicator pertains to the ability of the student teacher to use these techniques, methods, and materials in an appropriate and flexible fashion.

INDICATORS

2.1 Uses teaching methods and techniques appropriate for objectives, learners, and environment.

This indicator focuses on the compatibility of teaching methods with objectives, learners, and the learning environment.

2.2 Uses instructional materials and equipment that provide learners with appropriate learning experiences.

This indicator focuses on materials and equipment used by the teacher and the appropriateness of the experiences that are provided for the student.

2.3 Demonstrates ability to conduct lessons using a variety of teaching methods and techniques.

This indicator focuses on the variety of instructional methods such as drill, inquiry, discussion, role playing, demonstration, or explanation used acceptably during a lesson. It is not necessary to name the particular methods in order to rate this indicator.

SKILL

3.0 Demonstrates knowledge and confidence when teaching.

This skill consists of indicators which address how well a student teacher understands the material being presented and how confidently that material is presented.

INDICATORS

3.1 Demonstrates knowledge in the subject area.

This indicator focuses on a number of dimensions relating to knowledge of the school subject.

3.2 Conveys the impression of knowing what to do and how to do it.

This indicator addresses the student teacher's communication of confidence about material being presented and work to be done.

SKILL

4.0 Communicates with learners.

This skill includes indicators which focus on various dimensions of the student teacher's interactions with the pupils. The first two indicators focus on the initial and follow-up explanations made by the student teacher and the correctness and clarity of these explanations. The last two indicators deal with the student teacher's ability to use and understand a variety of verbal and non-verbal cues in the classroom.

INDICATORS

4.1 Uses acceptable written and oral expression with learners.

This indicator focuses on the fluency and grammatical correctness of the student teacher's written and oral expression.

4.2 Gives directions and explanations related to lesson content.

The purpose of this indicator is to assess the ability of the student teacher to effectively explain ideas and procedures related to the lesson content and to clarify those ideas and directions when necessary. Observing pupil reactions is necessary for an accurate rating of this indicator.

4.3 Uses a variety of verbal and non-verbal communication skills with learners.

This indicator focuses on the student teacher's tone of voice, use of gestures, body language, and other such skills to communicate ideas and emphasize major points.

4.4. Comprehends a variety of verbal and non-verbal communications from learners.

This indicator focuses on the ability of the student teacher to understand and correctly interpret both cognitive and affective messages from students in the classroom.

SKILL

5.0 Reinforces and encourages learner involvement in instruction.

This skill includes indicators which assess the methods used by the student teacher to attain and maintain pupil involvement. The first two indicators focus on strategies to involve pupils initially, and the final indicator focuses on strategies which provide opportunities for active pupil involvement throughout the lesson.

INDICATORS

5.1 Stimulates learner interest.

This indicator assesses the student teacher's activities which are likely to stimulate interest in the lesson or the subject.

5.2 Helps pupils recognize the purpose and importance of topics or activities.

This indicator stresses the communication of the importance of topics or activities to pupils.

5.3 Provides an environment in which pupils are involved, working, and on task.

The focus of this indicator is on providing opportunities for pupil on-task behavior. Because throughout a lesson pupils vary from being off task to being on task, the rating is an average of the entire class throughout the lesson.

SKILL

6.0 Uses appropriate evaluation procedures.

This skill is composed of four indicators designed to assess a student teacher's ability to obtain information about learner progress in relation to specified objectives, interpret that information, and communicate that information to learners.

INDICATORS

6.1 Uses appropriate evaluation materials or procedures to obtain information about learner progress.

This indicator addresses the way in which materials and procedures are used to determine learner progress. Evaluation of both an informal and formal nature, both during the lesson and after the lesson, are to be considered.

6.2 Provides learners with information about needs and progress during the lesson.

This indicator focuses on the way in which the student teacher deals with learner comments and performance throughout the lesson. It focuses on the student teacher's ability to help learners improve poor performance or maintain good performance.

6.3 Uses information about needs and progress of learners to revise instruction during the lesson.

This indicator focuses on the extent to which the student teacher can adapt instructional materials and methods based on information about pupil needs and progress.

6.4 Interprets and reports evaluation results to learners.

This indicator pertains to the extent to which pupils are provided with helpful information about their strengths and weaknesses, and the quality of the suggestions made for improving their performance.

SKILL

7.0 Exhibits appropriate interpersonal behavior.

This skill addresses the assessment of classroom climate or environment fostered by the student teacher. It focuses on both teacher characteristics such as enthusiasm, warmth, and sensitivity as well as the ability to promote the development of positive self concepts and self-esteem.

INDICATORS

7.1 Communicates personal enthusiasm.

This indicator pertains to the student teacher's personal enthusiasm as expressed through verbal and non-verbal communications. It includes such considerations as eye contact, tone of voice, posture, and gestures.

7.2 Demonstrates warmth, friendliness, and a sense of humor.

This indicator assesses the student teacher's ability to share interests and opinions with pupils in a warm, friendly, and good-natured fashion.

7.3 Demonstrates patience, empathy, and understanding.

Patience, empathy, and understanding are broad concepts. This indicator addresses dimensions which are reasonable to expect in everyday teaching situations.

7.4 Demonstrates behavior which reflects feeling for the dignity and worth of learners from various ethnic, cultural, linguistic, and economic groups.

This indicator focuses on the way in which the student teacher demonstrates an appreciation for socio-ethnic differences in the classroom and generates a classroom climate in which such differences are respected.

7.5 Demonstrates behavior which reflects feeling for the dignity and worth of learners with handicapping conditions.

This indicator focuses on the way in which a teacher demonstrates an appreciation for learners with handicapping conditions and generates a classroom climate in which such differences are respected.

SKILL

8.0 Uses appropriate preventive and/or corrective classroom management procedures.

This skill consists of indicators related to classroom management in both the preventive and the corrective sense. The first indicator assesses the student teacher's ability to establish a classroom environment in which clear behavioral guidelines have been established and communicated to learners. The final three indicators address the student teacher's ability to promote positive interpersonal relationships in the classroom, maintain appropriate classroom behavior, and manage classroom behavior which is disruptive.

INDICATORS

8.1 Expectations for behavior conducive to learning are stated or have been clearly established for learners.

This indicator focuses on the extent to which the student teacher has formulated clear and consistent guidelines for appropriate classroom behavior and has presented this information to learners.

8.2 Promotes comfortable interpersonal relationships.

This indicator assesses the student teacher's fairness and impartiality when dealing with pupils and the politeness with which such interactions are conducted.

8.3 Maintains appropriate classroom behavior.

This indicator focuses on the student teacher's use of techniques to maintain appropriate behavior and avoid disruptive behavior.

8.4 Manages disruptive behavior among learners.

Consequences appropriate for learners should be assessed according to the severity of the behavior, the age of the learner, and in accordance with stated class or school policies.

PROFESSIONAL RESPONSIBILITIES INSTRUMENT

This instrument focuses on the student teacher's professional conduct and requires neither a portfolio nor classroom observation. It seeks information about the extent to which the student teacher complies with federal, state, and local laws, regulations and policies. It also seeks information about the extent to which the student teacher complies with and participates in professional growth activities. Interviews with the student teacher and the student teacher's colleagues and supervisors are the major sources of assessment data.

SKILL

1.0 Complies with professional standards.

This skill relates to the professional and ethical behavior of the student teacher, the student teacher's willingness to accept professional responsibilities, and the student teacher's relationship with peers.

INDICATORS

1.1 Demonstrates professional and ethical behavior.

The purpose of this indicator is to assess the student teacher's respect for the rights of others to express opinions on educational issues, compliance with legal standards for social conduct in public, and compliance with written laws regarding confidentiality in handling personal information about all personnel.

1.2 Follows policies and procedures of the school district.

The purpose of this indicator is to assess the student teacher's compliance with conditions stated in the contract of employment, with the school's policy for staff conduct, with standards established for pupil conduct, and with standards for fiscal and other official reports.

1.3 Works cooperatively with colleagues, administrators, and community members.

The purpose of this indicator is to assess the student teacher's cooperation in planning activities and implementing activities of an instructional- or extra-instructional nature. Such activities include any school or school-community sponsored functions which support school objectives.

SKILL

2.0 Engages in professional self-development.

This skill focuses on the student teacher's participation in professional growth activities and the student teacher's willingness to share professional materials and ideas with colleagues and members of lay groups concerned with educational issues.

INDICATORS

2.1 Shares and seeks professional materials and ideas.

This indicator addresses the extent to which the student teacher shares instructional material, equipment, or special knowledge and talents with colleagues as well as the extent to which such assistance is sought from colleagues.

2.2 Participates in professional growth activities.

This indicator addresses the student teacher's use of ideas from professional journals and other sources, participation in professional development activities sponsored by professional organizations or other outside agencies, as well as other activities which provide for professional self-development.